DOCUMENT RESUME

ED 122 502 EC 082 880

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TITLE A Quasi-Generic Undergraduate Teacher Training Program for the Educationally Handicapped.
PUB DATE Apr 76
NOTE 14p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS *Course Descriptions; *Curriculum Design; Exceptional Child Education; *Handicapped Children; Higher Education; *Special Education; *Teacher Education
IDENTIFIERS *Memphis State University

ABSTRACT

Outlined is the undergraduate program for preparing special education teachers at Memphis State University which combines categorial and noncategorical approaches. It is explained that Juniors and Seniors take three groups of courses: (1) Methods I consisting of Methods and Materials for Teaching Exceptional Children I, Curriculum for Teaching Exceptional Children, Tests and Measurements Used with Exceptional Children, and Practicum with Exceptional Children I; (2) Categorical Approaches to Teaching consisting of Nature of Learning Disabilities, Nature of Behavioral Disorders, Nature of Mental Retardation, and Observation/Participation with Exceptional Children; and (3) Methods II consisting of Methods, Curriculum and Materials for Teaching Exceptional Children II and Practicum with Exceptional Children II. Listed for each of the three groups of courses are entrance skills, modules, and exit competencies. Appended are lists of required courses in the special education program for 1971, 1974, and 1977. (DB)

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ED122502

C.E.C. Convention
April 4 - 9, 1976
Chicago, Illinois

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A QUASI - GENERIC UNDERGRADUATE TEACHER TRAINING PROGRAM FOR THE EDUCATIONALLY HANDICAPPED

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Memphis State University serves a diverse population located in the Mid-South region of the United States. Contained within the Mid-South region are a variety of human and social needs and conditions ranging from inner city ghetto poverty to suburban affluence; from the economically elite to highly compressed populations, to rural sparcity, from a proliferation of personal and social services to total absence of such services. One of the highest priorities of the Department of Special Education and Rehabilitation at Memphis State is to provide improved services to handicapped children and youth through more effective preparation of teachers. The major commitment of the Undergraduate Program is to prepare teachers in sufficient quantity with the necessary skills, knowledge and experiences to intervene in educationally relevant problems of handicapped citizens in the region. A significant proportion of these individuals are identified with minority groups residing in inner city poverty areas and rural communities, therefore, major efforts are directed toward training and placement of personnel in these areas.

Past models for training teachers have generally consisted of preparing them for either segregated special classes or special schools. The Department of Special Education and Rehabilitation at Memphis State University holds a strong commitment to alternative intervention procedures and appropriate training curricula which coincide with and exceed state certification regulations. The Department holds itself responsible to assure that teacher trainees demonstrate competence to cope with the learning problems of the handicapped. At Memphis State University the Department prepares personnel to teach handicapped individuals who have been traditionally identified as learning disabled, emotionally disturbed

and mentally retarded. The resource teacher design is being utilized as one alternative to the traditional approach in meeting the needs of the identified categories of exceptional individuals. This implies that the faculty of teacher preparation programs must anticipate a changing focus on the delivery system to the handicapped.

The undergraduat training program has undergone major revisions in program structure and content. (See Appendix). These revisions were considered necessary because of a realization that the self-contained classroom or a teacher trained with a categorical emphasis does not adequately meet the needs of the majority of handicapped. Exceptional children with a single handicapping condition seldom exists. Generally they have overlapping learning problems which require a broader skill base from their teacher.

It was the desire of the faculty that the Undergraduate major in Special Education be competent to deal with cognitive and affective learnings. In reviewing the University student's course sequence, it appeared that the course on Materials and Methods in Teaching Exceptional Children was the appropriate point of departure in the program of studies to begin to achieve the identified competencies; consequently, the following approach was developed.

METHODS - BLOCK I

Methods Block I consists of four courses:

1) Methods and Materials for Teaching Exceptional Children I

2) Curriculum for Teaching Exceptional Children

3) Tests and Measurements Used with Exceptional Children

4) Practicum with Exceptional Children I

The students, usually at the junior level, enroll in all four courses concurrently. It is advised that they take no more than one additional course during this semester,

because there is a significant amount of out-of-class preparation. Scheduling for the courses has been purposely designed to block out the students' mornings from 9 - 12 daily. This permits a flexibility in designing modules of instruction, utilizing teamed faculty contributions based upon their respective areas of expertise, as opposed to using the traditional "one-faculty-for-one-course" approach. In all, there are seven faculty involved in teaching Block I.

Entrance Skills

It is expected that each student brings certain minimal skills into the Block from completing three prerequisite courses: 1) Introduction to Exceptional Children, 2) Methods in Teaching Language Arts in Elementary School, and 3) Methods in Teaching Reading in Elementary School. Thus Block I is based upon the assumption that the students can appropriately apply the following concepts when designing teaching strategies:

1) characteristics of exceptional children

2) causes of exceptionalities

3) modes of service delivery to exceptional children

4) legal aspects of special education

5) curriculum, methods, materials associated with language arts for the normal learner

6) curriculum, methods, materials associated with developmental reading for the normal learner

Modules

The modules which have been incorporated into Methods Block I are designed to equip the prospective special education teacher with a basic foundation of programming skills for teaching the mildly handicapped learner. Each of these modules therefore encompasses both diagnostic and remedial techniques. The modules are:

1. Language
2. Reading
3. Math
4. Behavior Management
5. Affective Education
6. Behavioral Objectives-Lesson Planning-Task Analysis-Prescriptive Teaching
7. Perceptual Disorders
8. Tests and Evaluation Techniques
9. Tutorial Practicum (one child, three times each week, all semester)
10. Practicum Seminar

Exit Skills

Before a student completes Method Block I, he must successfully demonstrate the following competencies:

1. Write behavioral objectives (both academic and affective)
2. Write lesson plans (both academic and affective)
3. Construct a task analysis
4. Construct a language check test
5. Construct a complete informal reading inventory
6. Construct teaching materials (5 year use expectancy) stating behavioral objectives and mental age range
7. Pronounce alphabet phonetically, blends, digraphs, dipthongs
8. Administer, score and interpret the following:
   a) Frostig Developmental Test of Visual Perception (observed)
   b) Wepman Test of Auditory Discrimination (observed)
   c) Wide Range Achievement Test (observed)
   d) Slosson Intelligence Test (observed)

f) Phonics Check Test

g) Language Check Test (constructed by student)

h) Two informal self-concept inventories

9. Construct a discussion tape to self-evaluate their dialog with children

10. Construct a game to elicit motivation in learning

11. Designate ten areas of writing problems and construct card file of remedial activities for each area

12. Apply principles of learning to social and academic behavior problems

13. Apply logical consequences formula to specified behavior problems

14. Write a behavior prescriptive plan

15. Write a prescriptive activity plan

16. Plan and implement, with supervision, a remedial program (either academic or behavioral) for a mildly handicapped student.

These skills are very basic in nature and provide a core foundation for preparing the prospective teacher to delineate and use more specific sophisticated approaches with severely involved learners.

Categorical Approaches to Teaching

The Categorical Approaches to Teaching Course sequence consists of four courses:

Nature of Learning Disabilities
Nature of Behavioral Disorders
Nature of Mental Retardation
Observation/Participation with Exceptional Children

Following the Method's Block I course sequence, students enroll in the Categorical Approaches to Teaching (CAT). This course sequence is designed to provide a more in depth understanding of the generic and non-generic nature of perceptual-motor, affective and cognitive disabilities as they relate to curriculum development and life adjustment of children characterized by such disabilities.

Entrance Skills

Prior to enrollment in the CAT sequence, students are expected to demonstrate competencies with normal slow learning children in regular classes as outlined under Exit Skills in Methods Block I. With the acquisition of basic remediational skills of academic, behavioral and perceptual-motor disabilities of educationally handicapped pupils, the prospective teachers will be better prepared to relate to respective curricula of categorically handicapped pupils. The following modules are representative of content included in the nature courses:

Modules:

I. Concept and Definition

A. Learning Disabilities

1. Strauss Syndrome
2. Minimal Brain Dysfunction
3. Specific Learning Disabilities
4. CNS and PNS Functions

B. Behavioral Disorders

1. Terminology
2. Classifications

C. Mental Retardation

1. Terminology
2. Classifications
3. Intelligence

II. Identification Process

A. Learning Disabilities

1. Identification Criteria
2. Roles of Parents and Professionals

B. Behavioral Disorders

1. Identification Criteria
2. Roles of Parents and Professionals

C. Mental Retardation

1. Identification Criteria
2. Roles of Parents and Professionals

III. Learning/Behavioral Characteristics

A. Learning Disabilities

1. Perception
2. Motor
3. Memory
4. Attention
5. Transfer (Generalization)
6. Mediation

B. Behavioral Disorders

1. Attention
2. Motivational Patterns
3. Abnormal Personal-Social Patterns

C. Mental Retardation

1. Discrimination
2. Mediation
3. Memory
4. Motivational Patterns
5. Transfer (Generalization)
6. Concrete-Abstract Concept Continuum

IV. Curriculum/Program Alternatives

A. Learning Disabilities

1. Diagnostic-Remedial:
   ITPA, Frostig, etc.
2. Task Analysis:
   Bereiter and Engelmann
3. Etiological Approach:
   Delacato
4. Combination (eclectic Approach)

B. Behavioral Disorders

1. Psychodynamic Approach
2. Ecological Approach
3. Behavior Modification
4. Behavior Deficit Approach
5. Vocational Approach

C. Mental Retardation

1. Modification of Traditional Academic Curriculum
2. Vocational Programs
3. Personal-Social Independence in Home, School and Community
4. Cascade Delivery System of Educational Services

V. Family

A. Learning Disabilities

1. Professional and Parent Organizations
2. Home Management
3. Realistic Educational Planning

B. Behavioral Disorders

1. Professional and Parent Organizations
2. Home Management
3. Realistic Educational Planning

C. Mental Retardation

1. Professional and Parent Organizations
2. Home Management
3. Realistic Educational Planning

While students are enrolled in a content course, they attend public school or other facilities two days a week for two hours a day. During this four-hour observation/participation placement, students are assisted by college instructors and school personnel in translating categorical class content into appropriate educational programs for the respective handicapping condition. A graduate assistant is assigned to each instructor to assist in supervision of students on site and during class sessions.

Exit Skills

Upon completion of the CAT course sequence, students are expected to be able to:

1. Conceptualize distinctive and overlapping characteristics of behavioral

disorders, learning disabilities, and mental retardation in relationship to life adjustment and educational curricula.

2. Apply appropriate educational programs to children with various handicapping conditions.

3. Recognize realistic expectations for life adjustment and educational programs for these handicapping conditions.

4. Give parents factual information regarding parent organizations for respective handicapping conditions.

5. Develop, (with assistance from supervising persons), a prescriptive educational program for each of the handicapping conditions.

Methods Block II

Methods Block II consists of two courses to be taken concurrently:
1) Methods, Curriculum and Materials for Teaching Exceptional Children II
2) Practicum with Exceptional Children II

Entrance Skills

The students must have completed Methods Block I and the Categorical Approaches to Teaching courses (Mental Retardation, Learning Disabilities, Emotional Disturbance) and the course on Programming for Trainable Mentally Retarded. Methods Block II is designed to give the prospective special education teacher more detailed and precise skills in programming for the severely involved learner. In addition, the student applies previously learned skills towards in depth assessment of and programming for small groups of exceptional children who receive special education services in the public schools.

Exit Skills

Thus through Methods Block II, the student acquires and demonstrates competencies in:

1. Diagnosis of severe handicapping conditions.
2. Remediation of severe handicapping conditions.
3. Construction and use of teacher made inventories.
4. Diagnostic/Prescriptive teaching.
5. Construction and use of materials for the severely involved learner.
6. Curricula revisions for the severely involved learner.
7. Choosing adaptive equipment for the severely involved learner.
8. Assessment and implementation of programming for a group of special education students (under supervision of a special education teacher) including:
   a. Administering both commercial and student-made inventories
   b. Designing a prescriptive program
   c. Constructing materials for the program
   d. Teaching
   e. Assessing student's progress
   f. Making appropriate revisions

APPENDIX

1971

Survey of Exceptional Children

Nature and need of the Mentally Retarded

Educational Test and Measurement

Method and Materials for the Pre-School Mentally Retarded

Methods and Materials for the Primary-Intermediate Mentally Retarded

Methods and Materials for the Secondary Mentally Retarded

Curriculum Development for the Mentally Retarded

Student Teaching in a Primary or Intermediate Setting

Student Teaching in a Secondary Setting

Electives--Select One

Programs in Working with the Trainable Mentally Retarded

Introduction to the Emotionally Disturbed

Total hours required 33 semester hours

1974

Survey of Exceptional Children

Nature and Needs of the Mentally Retarded

Introduction to the Emotionally Disturbed

Introduction to the Learning Disabled

Methods in Teaching Language Art in Elementary Schools

Methods and Materials in Teaching Exceptional Children

Curriculum for the Exceptional Children

Assessment of the Exceptional Learner

Introduction to Disabling Conditions and Their Helping Professions

Programming for Trainable Mentally Retarded

Student Teaching with Exceptional Children

Total hours required 39 semester hours

1977

Survey of Exceptional Children

Methods in Teaching Language Arts in Elementary School

Methods of Teaching Reading in Elementary School

Introduction to Disabling Conditions and Their Helping Professions

Methods Block I

Categorical Approaches to Teaching

Programming for Trainable Mentally Retarded

Introduction to Disabling Conditions and Their Helping Professions

Methods Block II

Student Teaching with Exceptional Children

Total hours required 54 semester hours